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2003 CTS AMENDMENTS
to the
Career Transitions
Guide to Standards and Implementation

Summary of Curriculum Changes

Course withdrawal:

- CTR1020: Leading by Example

Prerequisite change:

- CTR1020: Leading by Example is no longer a prerequisite for:
  - CTR2020: Taking the Lead
  - CTR2030: Governance & Leadership

Section B

- **Remove** page B.3 (Revised 2000) and **replace** with new page B.3 (Revised 2003).
- **Remove** pages B.5–B.6 (Revised 2002) and **replace** with new pages B.5–B.6 (Revised 2003).

Section D

- **Remove** pages D.1–D.2 (Revised 2002) and **replace** with new pages D.1–D.2 (Revised 2003).
- **Remove** pages D.7–D.10 (1997) and **replace** with new page D.7–D.10 (Revised 2003).

Section E

- **Remove** pages E.7 and E.9 (1997) and **replace** with new pages E.7 and E.9 (Revised 2003).

Section G

- **Remove** page G.3 (Revised 1999) and **replace** with new page G.3 (Revised 2003).
- **Remove** pages G.23–G.28 (1997) and **replace** with new pages G.23–G.28 (Revised 2003).

Section H

- **Remove** pages H.4–H.7 (1997) and **replace** with new pages H.4–H.7 (Revised 2003).

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STRAND ORGANIZATION

THEMES

The courses within this strand are identified in the following themes:

- Career Readiness
- Leadership
- Career Extensions
- Career Credentials
- Job Safety Skills
- Client Service
- Career Directions.

The courses within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

Career Readiness

Courses within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

Leadership

The Leadership theme introduces students to the principles and practices of leadership. Students may select courses that focus on group and organizational leadership and/or leadership competencies relating to student governance and school–community governance.

Career Extensions

Within the Career Extensions theme are project courses that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

Career Credentials

The five practicum courses that comprise the Career Credentials theme provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum courses cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

Job Safety Skills

Courses within the Job Safety Skills theme provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

Students successfully completing courses within the Job Safety Skills theme may attain a credential recognized by the Ministry of Human Resources and Employment.

Client Service

The three Client Service courses enable students to develop knowledge, skills and an appreciation of the value and importance of client service in any occupational or volunteer sector.

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Career Directions

In the revised Career and Life Management (CALM) Program of Studies (2002), CTR1310: Career Directions—Foundations has been incorporated as approved by the Minister. This strengthens the Career component of the CALM course.

CTS courses in Career Directions are available at the intermediate and the advanced levels either as stand-alone 1-credit courses or as 1-credit options for extending CALM. Senior high school students update their learning/career plans, including transition scenarios, and to establish and implement action plans for strengthening their essential compentencies (employability skills) and learning capacity.

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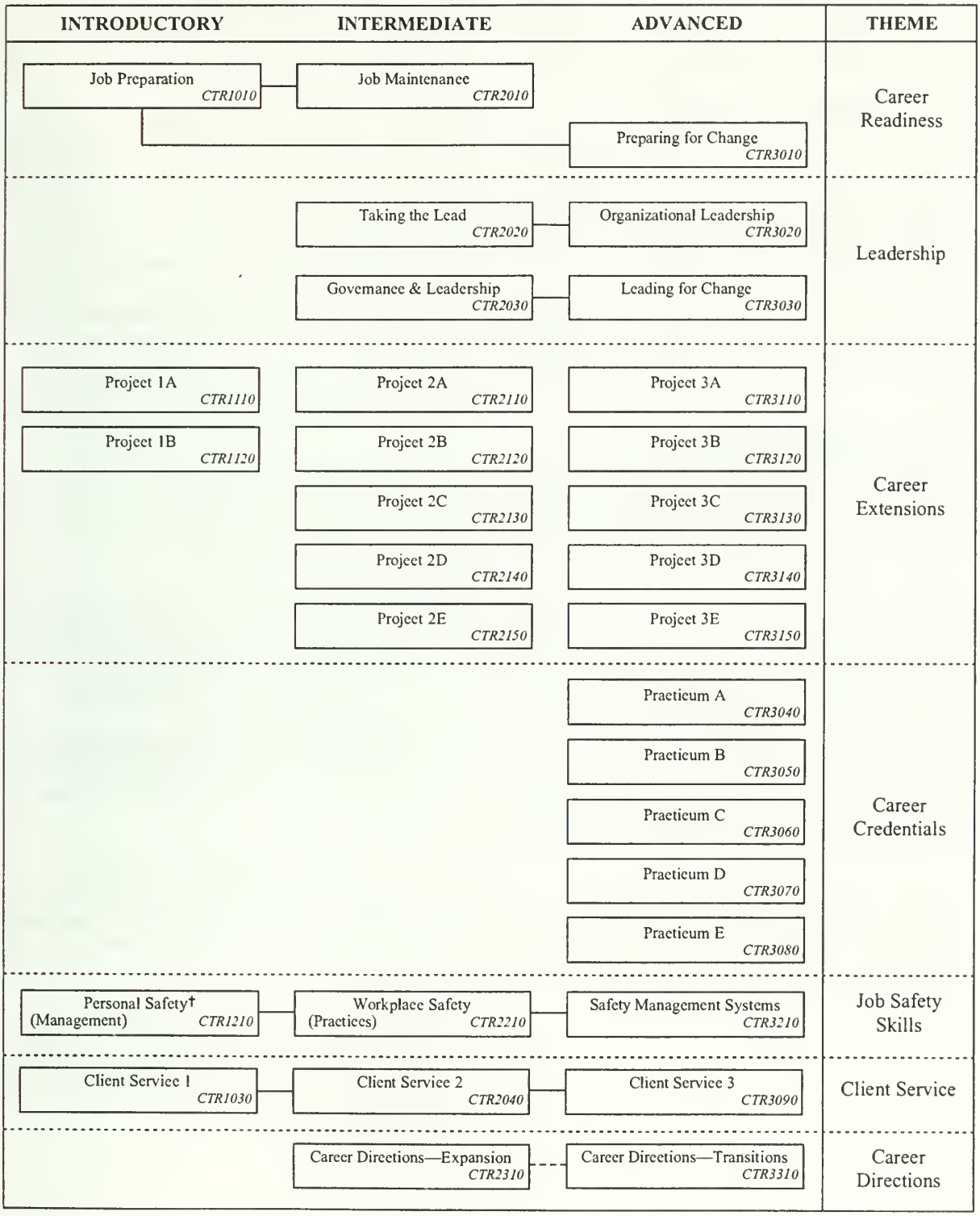

——— Prerequisite ----- Recommended Sequence

† Course is also offered in Community Health.

Note: Leading by Example has been withdrawn effective September 2003.

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COURSE DESCRIPTIONS

Course CTR1010: Job Preparation
Students develop successful employment search skills and a personal employment search portfolio.

Course CTR1030: Client Service 1
Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR1110: Project 1A
Course CTR1120: Project 1B
Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR1210: Personal Safety (Management)
Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.

Course CTR2010: Job Maintenance
Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Course CTR2020: Taking the Lead
Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Course CTR2030: Governance & Leadership
Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Course CTR2040: Client Service 2
Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR2110: Project 2A
Course CTR2120: Project 2B
Course CTR2130: Project 2C
Course CTR2140: Project 2D
Course CTR2150: Project 2E
Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR2210: Workplace Safety (Practices)
Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Course CTR3010: Preparing for Change
Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Course CTR3020: Organizational Leadership
Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Course CTR1010: Job Preparation D.3
Course CTR1110: Project 1A D.11
Course CTR1120: Project 1B D.11
Course CTR1210: Personal Safety (Management) D.13
Course CTR1030: Client Service 1 ..... D.19

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Note:

CTR1020: Leading by Example (pages D.7–D.10) has been withdrawn effective September 2003.

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COURSE CTR2020: TAKING THE LEAD

Level: Intermediate

Theme: Leadership

Prerequisite: None

Description: Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• compare theories and styles of leadership	• demonstrating the advantages and disadvantages of selected theories and styles of leadership. *Assessment Tool* *CTR1020/2020/3020: Leadership Courses*	40
• demonstrate the ability to lead others	• displaying leadership behaviours, including: – consensus seeking – conflict management – effective group dynamics. *Assessment Tool* *CTR1020/2020/3020: Leadership Courses*	60
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes
Group Dynamics	*The student should:* • identify and describe why groups form • list and describe dimensions of different groups • explain group dynamics • describe and explain how leaders: – lead groups – evolve in groups • explain and demonstrate consensus seeking and conflict management in a group situation • describe defence mechanisms found in and among groups: – personal defence mechanisms – group defence mechanisms • define apathy • demonstrate strategies for handling apathy: – within a group – of a group.	
Leadership Theories	• identify theories of leadership; e.g.: – classical – contingency – systems • describe the key elements of each theory identified • describe context in which each theory of leadership was applied • identify contexts in which each theory may be appropriately applied.	Current theories may include elements from two or more traditional theories.
Leadership Styles	• explain the concept of leadership style • identify and explain different styles of leadership • describe research on leadership styles; e.g., Hersey and Blanchard's • explain the purpose of delegation and the challenges faced by leaders when they delegate • describe contexts in which each style of leadership may be appropriately used.	
Taking the Lead	• demonstrate the ability to lead others to attain a stated goal • evaluate the success of leadership behaviours demonstrated.	A work skills simulation project or other timed project requiring leadership may be selected.

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COURSE CTR2030: GOVERNANCE & LEADERSHIP

Level: Intermediate

Theme: Leadership

Prerequisite None

Description: Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe and explain the purpose of a governance structure	• identifying the components and describing the role of a governance structure. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Courses*	10
• participate in leadership activities within a school, volunteer agency or a community governance structure	• level of participation in various governance activities. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Courses*	40
• demonstrate leadership in a governance role	• exhibiting leadership behaviours in a governance role. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Courses*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes
Governance and Government	*The student should:* • define governance and government, and explain the relationship between the concepts • describe the application of governance structures affecting students • identify and describe the structures and positions in a governance structure: – its purpose or mission – goals and objectives – roles and responsibilities – methods for assessing outcomes.	Governance structures and contacts may be found in the home.
Meetings • Agendas • Roles and Responsibilities	• identify and describe the purpose of various types of meetings; e.g., formal, committee, informal • describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies • list and describe the form and structure of an agenda • describe the purpose of an agenda • list and describe the roles and responsibilities of meeting: – chairperson – committee leaders – other meeting members – visitors – invited speakers/guests.	
Team Building	• describe the importance of team building • identify and describe possible individual behaviours in meetings • describe and demonstrate how the chairperson may: – increase task-directed behaviour – decrease disruptive behaviour – minimize stalling behaviour – encourage individual participation – establish a positive and effective team approach to student governance	

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
  - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
  - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student *know*?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The *Guide to Education: ECS to Grade 12* specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. Further information about assessing and reporting student achievement in CTS is provided in the *CTS Manual for Administrators, Counsellors & Teachers* (Assessing Student Achievement).

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.

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Course(s): CTR2020, 3020 **Theme:** Leadership **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level courses. The rating scale defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE CTR2020

Minimum Standard Rating **2**	*Conceptual Understanding*	Observed Performance Rating

The student is able to:

- ☐ describe fundamental concepts in group dynamics and leadership theories and styles
- ☐ identify the essential role of situational leadership
- ☐ assess effective leadership behaviours.

ADVANCED CTR3020

Minimum Standard Rating **3**	*Conceptual Understanding*	Observed Performance Rating

The student is able to:

- ☐ describe the fundamental concepts in organizational management
- ☐ identify the roles performed by leaders and managers in an organization
- ☐ describe effective project, stress and time management strategies
- ☐ assess the achievement of outcomes identified in the process of project management.

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INTERMEDIATE CTR2020

Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating

The student is able to:

- ☐ demonstrate personal leadership behaviours in the development of a group
- ☐ demonstrate strategies of conflict management and delegation in different situations
- ☐ apply various leadership styles employed in groups.

Minimum Standard Rating 2	*Presentations*	Observed Performance Rating

The student is able to:

- ☐ demonstrate effective use of at least two styles of communication; e.g.:
  - written: spelling, punctuation, grammar, format (formal/informal)
  - oral: voice, body language, appearance
  - audio/visual: techniques, tools, clarity
- ☐ maintain acceptable grammatical and technical standards through proofreading/editing
- ☐ provide an introduction that describes the purpose and scope of the project
- ☐ communicate ideas into a logical sequence with sufficient supporting detail
- ☐ state conclusions by synthesizing the information gathered
- ☐ provide a reference list that includes three or more relevant information sources.

ADVANCED CTR3020

Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating

The student is able to:

- ☐ demonstrate appropriate leadership behaviours and management behaviours used in an organization
- ☐ demonstrate appropriate time and stress management strategies
- ☐ apply various management strategies employed in organizations.

Minimum Standard Rating 3	*Presentations*	Observed Performance Rating

The student is able to:

- ☐ demonstrate effective use of a variety of communication styles; e.g.:
  - written: spelling, punctuation, grammar, format (formal/informal/technical/literary)
  - oral: voice, body language, appearance, enthusiasm, evidence of prior practice
  - audio/visual: techniques, tools, clarity, speed, pacing
- ☐ maintain acceptable grammatical and technical standards through proofreading/editing
- ☐ provide an introduction that explains the purpose and scope of the project
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ state conclusions by analyzing and synthesizing from the information gathered
- ☐ give evidence of adequate research through a reference list of five or more relevant information sources
- ☐ assess the impact of an effective presentation.

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INTERMEDIATE CTR2020

Minimum Standard Rating 2	*Planning*	Observed Performance Rating

The student is able to:

- ☐ set goals and establish steps to achieve objectives
- ☐ create and adhere to general timelines
- ☐ access a range of relevant in-school/community resources
- ☐ interpret, organize and combine varied information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct terminology
- ☐ plan and use time effectively.

ADVANCED CTR3020

Minimum Standard Rating 3	*Planning*	Observed Performance Rating

The student is able to:

- ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project
- ☐ create and adhere to detailed timelines
- ☐ access a range of relevant information sources recognizing the need for additional data
- ☐ interpret, organize and combine varied information in creative ways
- ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ assess the impact of an effective plan.

COMMENTS:

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Course(s): CTR2030, 3030 **Theme:** Leadership: Governance **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level courses. The rating defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE CTR2020

Minimum Standard Rating 2	*Conceptual Knowledge*	Observed Performance Rating

The student is able to:

- ☐ describe fundamental concepts in governance
- ☐ explain the strategies of governance in team building and group dynamics
- ☐ identify and describe the elements of effective meetings
- ☐ compare different guides to parliamentary procedures.

ADVANCED CTR3020

Minimum Standard Rating 3	*Conceptual Knowledge*	Observed Performance Rating

The student is able to:

- ☐ describe fundamental concepts in decision making and change
- ☐ compare the decision-making roles and impacts of leadership groups
- ☐ identify and compare different types of change agents
- ☐ assess recent key changes in the school and in the community.

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INTERMEDIATE CTR2020

Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating

The student is able to:

- ☐ demonstrate personal leadership behaviours in a governance structure
- ☐ demonstrate group dynamics in team-building activities
- ☐ plan and chair an effective meeting, using parliamentary procedure
- ☐ use synergy in problem solving, decision making and consensus building.

Minimum Standard Rating 2	*Presentations*	Observed Performance Rating

The student is able to:

- ☐ demonstrate effective use of at least two styles of communication; e.g.:
  - written: spelling, punctuation, grammar, format (formal/informal)
  - oral: voice, body language, appearance
  - audio/visual: techniques, tools, clarity
- ☐ maintain acceptable grammatical and technical standards through proofreading/editing
- ☐ provide an introduction that describes the purpose and scope of the project
- ☐ communicate ideas into a logical sequence with sufficient supporting detail
- ☐ state conclusions by synthesizing the information gathered
- ☐ provide a reference list that includes three or more relevant information sources.

ADVANCED CTR3020

Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating

The student is able to:

- ☐ demonstrate decision-making strategies for affecting change
- ☐ demonstrate the roles played by various leadership groups; e.g.,
  - assigned leaders
  - decision makers
  - interest groups
- ☐ illustrate various organizational structures found in the school and in the community
- ☐ create, implement, monitor and assess a new project plan for a school or community.

Minimum Standard Rating 3	*Presentations*	Observed Performance Rating

The student is able to:

- ☐ demonstrate effective use of a variety of communication styles; e.g.:
  - written: spelling, punctuation, grammar, format (formal/informal/technical/literary)
  - oral: voice, body language, appearance, enthusiasm, evidence of prior practice
  - audio/visual: techniques, tools, clarity, speed, pacing
- ☐ maintain acceptable grammatical and technical standards through proofreading/editing
- ☐ provide an introduction that explains the purpose and scope of the project
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ state conclusions by analyzing and synthesizing from the information gathered
- ☐ give evidence of adequate research through a reference list of five or more relevant information sources
- ☐ assess the impact of an effective presentation.

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INTERMEDIATE CTR2020

Minimum Standard Rating	*Planning*	Observed Performance Rating
2		

The student is able to:

- ☐ set goals and establish steps to achieve objectives
- ☐ create and adhere to general timelines
- ☐ access a range of relevant in-school/community resources
- ☐ interpret, organize and combine varied information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct terminology
- ☐ plan and use time effectively.

ADVANCED CTR3020

Minimum Standard Rating	*Planning*	Observed Performance Rating
3		

The student is able to:

- ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project
- ☐ create and adhere to detailed timelines
- ☐ access a range of relevant information sources recognizing the need for additional data
- ☐ interpret, organize and combine varied information in creative ways
- ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ assess the impact of an effective plan.

COMMENTS:

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

The Career Transitions strand provides career-readiness project, practicum, safety and leadership courses that may be combined with courses in other CTS strand to increase opportunity for students to develop expertise and refine their competencies. For example, a plant production or landscape venture from the Agriculture strand may require more than the 25, 50 or 75 hours available through courses by that name. In these cases, project and/or practicum courses from the Career Transitions strand can be accessed so as to provide sufficient time for completion of learning and the task.

Career Transitions courses can be linked to courses in all other CTS strands. **Career Readiness** courses support other courses that involve students in any form of off-campus learning activities.

Career Extensions courses may be used to extend and enhance learning initiated in a course(s) from another CTS strand.

Career Credentialling courses may be used to provide opportunities for students to qualify for external credentials.

Leadership and Safety courses may be used to enhance life skills and employability in conjunction with courses from all other CTS strands.

A chart showing connections to other CTS strands is provided in this section.

Linkages of Career Transitions courses with other CTS strands are provided in this section (see "Career Transitions in Junior High" and "Career Transitions in Senior High".

With Other Secondary Programs

The Career Transitions may be linked with other core and complementary subject areas across the curriculum. These courses provide opportunities for students to extend and apply related knowledge and skills in practical ways. Potential linkages of Career Transitions with other core and complementary subject areas across the curriculum are identified in this section (see "Career Transitions: Connections Across the Curriculum").

TRANSITIONS

To the Workplace

Introductory, intermediate and advanced courses are designed to develop knowledge, skills and attitudes that facilitate transitions to occupations in Alberta's workplaces. Some career sectors welcome individuals who have basic skills and other skills addressed in the Career Transitions strand; e.g., Safety and Leadership, and are prepared to learn through further training from the employer.

There are currently no direct linkages between the Career Transitions courses and post-secondary programs.

CREDENTIALLING

Students may earn partial or complete credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. Career Transitions Courses can provide opportunities for students to develop competencies that link with a variety of external courses and credentials, including:

- First Aid certificate courses
- Job Safety Skills courses.

Teachers may wish to explore opportunities for linking courses in Career Transitions with these and/or other credentialling programs. Further information regarding credentialling in Career Transitions is provided in this section (see "Credentialling Opportunities in Career Transitions").

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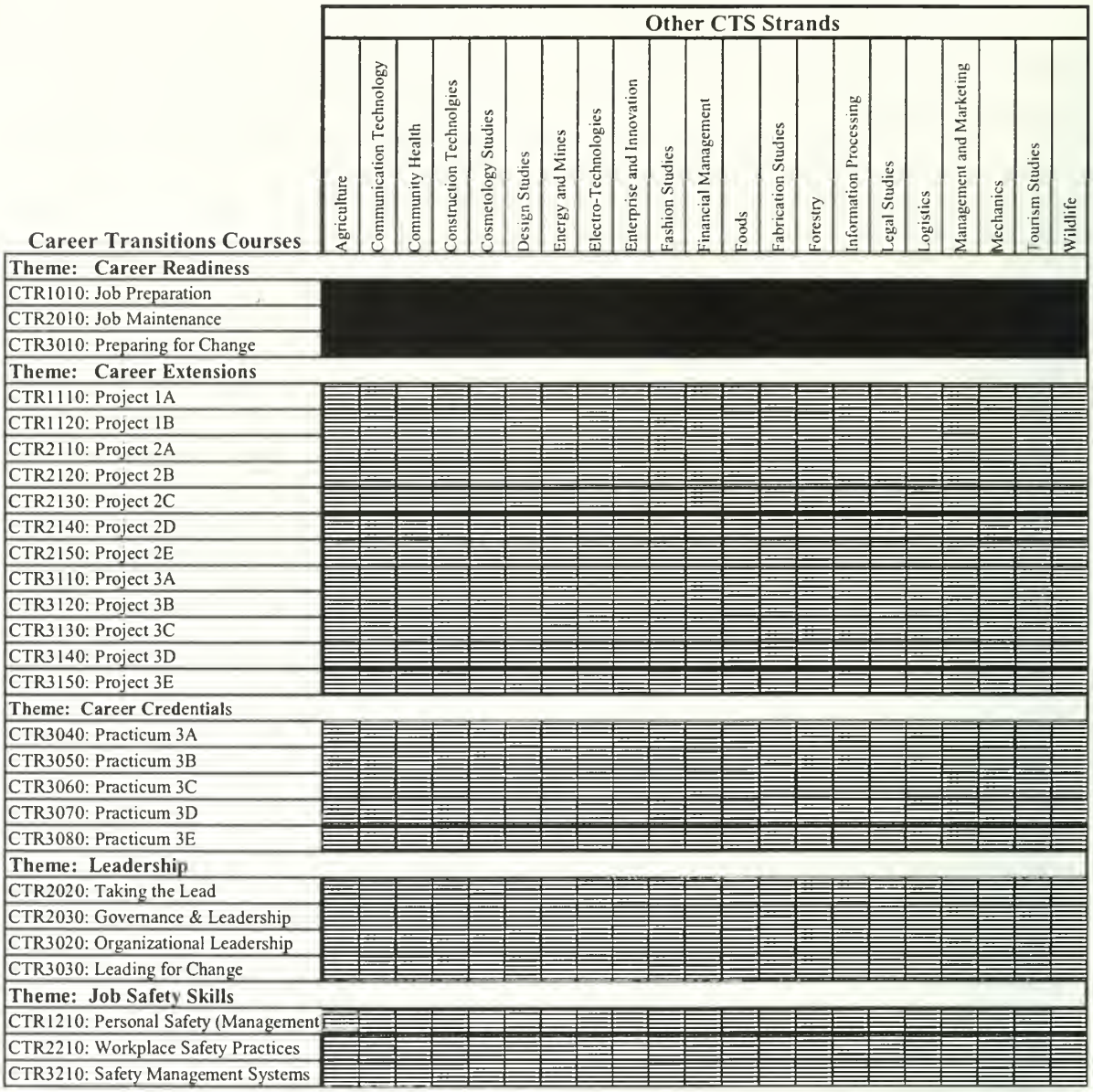
LINKAGES - *Career Transitions: Connections with Other CTS Strands*



Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

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LINKAGES - *Career Transitions in Junior High*

Course Emphasis	Career Transitions Courses	Cosmetology Courses	Community Health Courses
Career Readiness (3 courses)	Job Preparation CTR1010 Personal Safety (Management) CTR1210	Personal Images COS1010	
Integrated (4 courses)	Job Preparation CTR1010 Personal Safety (Management) CTR1210 Client Services 1 CTR1030	Personal Images COS1010	
Integrated (5 courses)	Job Preparation CTR1010 Personal Safety (Management) CTR1210 Client Services 1 CTR1030	Personal Images COS1010	Caring for Children CMH1040

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Area of Course Emphasis	Career Transitions Courses	Work Experience	RAP	Other CTS Strands
Career Readiness (variable credits)	CTR1010 Job Readiness CTR2010 Job Maintenance	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 25d 35a 35b 35c 35d	All
Career Extensions (Projects) (variable credits)	CTR1110 Project 1A CTR1120 Project 1B CTR2110 Project 2A CTR2120 Project 2B CTR2130 Project 2C CTR3110 Project 3A CTR3120 Project 3B CTR3130 Project 3C CTR3140 Project 3D CTR3150 Project 3E	No	No	All
Career Credentials (Practicum) (variable credits)	CTR3040 Practicum A CTR3050 Practicum B CTR3060 Practicum C CTR3070 Practicum D CTR3080 Practicum E	No	No	All
Job Safety Skills (variable credits)	CTR1210 Personal Safety (Management) CTR2210 Workplace Safety (Practices) CTR3210 Safety Management Systems	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All
Leadership (variable credits)	CTR2020 Taking the Lead CTR3020 Organizational Leadership CTR2030 Governance & Leadership CTR3030 Leading for Change	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All

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Across the Curriculum

Career Transitions Courses	Junior High						Senior High										
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Career Readiness																		
CTR1010: Job Preparation		▤			■			■						▤				
CTR2010: Job Maintenance		▤			■			■						▤				
CTR3010: Preparing for Change		▤			■			■						▤				
Theme: Career Extensions																		
CTR1110: Project 1A																		
CTR1120: Project 1B																		
CTR2110: Project 2A																		
CTR2120: Project 2B																		
CTR2130: Project 2C																		
CTR2140: Project 2D																		
CTR2150: Project 2E																		
CTR3110: Project 3A																		
CTR3120: Project 3B																		
CTR3130: Project 3C																		
CTR3140: Project 3D																		
CTR3150: Project 3E																		
Theme: Career Credentials																		
CTR3040: Practicum 3A																		
CTR3050: Practicum 3B																		
CTR3060: Practicum 3C																		
CTR3070: Practicum 3D																		
CTR3080: Practicum 3E																		
Theme: Leadership																		
CTR2020: Taking the Lead		▤			▤	▤		▤						▤	▤			
CTR2030: Governance & Leadership		▤			▤			▤						▤	▤			
CTR3020: Organizational Leadership		▤			▤	▤		▤						▤	▤			
CTR3030: Leading for Change		▤			▤			▤						▤	▤			
Theme: Job Safety Skills																		
CTR1210: Personal Safety (Management)				▤	▤	▤				▤				▤				
CTR2210: Workplace Safety Practices				▤	▤	▤				▤				▤				
CTR3210: Safety Management Systems				▤	▤	▤				▤				▤				

■ Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.

▤ Provides some links with course content, usually through the application of related technologies and/or processes.

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CREDENTIALLING – *Credentialling Opportunities in Career Transitions*

Certificate	Agency	Other Strands	Courses	Instructor Qualifications	Comments
Job Safety Skills	Job Safety Skills Society		Personal Safety (Management) (CTR1210) Workplace Safety Practices (CTR2210) Safety Management Systems (CTR3210)	Variable (e.g., First Aid, WHMIS)	Key contact for more information: Job Safety Skills Society, phone (403) 423-6556 or (403) 423-8388
Emergency First Aid	St. John Ambulance Canadian Red Cross		Personal Safety (Management) (CTR1210)	Certified First-Aid / CPR Instructor	See *Community Health*

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